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ABSTRACT

Children from rural backgrounds often struggle with the unfamiliar language and settings in basal reader selections, but the rich knowledge and experience that a rural child brings to the classroom is rarely reflected there. These papers describe a literature based program developed in the Washington Court House City Schools (Ohio) to teach education classes (grades K-12), to think, read, write, speak and listen. Teachers and students read aloud in kindergarten and first grade six to eight times per day and this practice of reading aloud to students continues K-12. Nursery rhymes, poems, songs are written on large charts and the familiar patterns are rehearsed. Daily journals are kept in all grades. Beginning stories and journals are often picture representations and scribble writing, but these fade and writing appears. Spelling is taught under the same non-threatening conditions. Inventive spelling is encouraged. Patterns of correct spelling improve with language experience, not through memorization. Mechanics, usage, and grammar are modeled; teachable moments occur when a child experiences a need for a specific form. Editing skills are developed by conferencing with teachers and peers. High school teachers report improvement in student writing skills. They continue the program using paperback novels and historical novels. This paper contains charts describing the course of study and 30 references. (DHP)

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LITERACY

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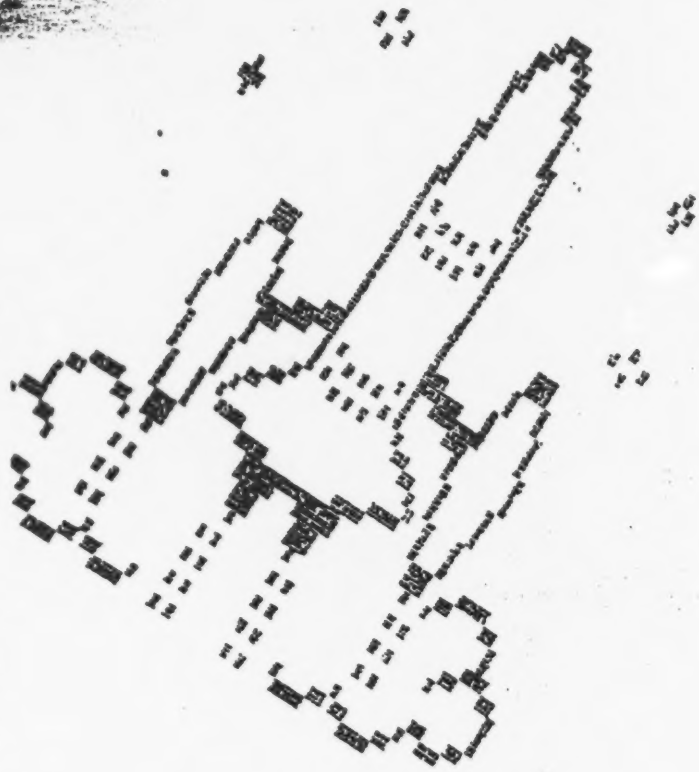

THE CHALLENGE OF THE TWENTY-FIRST CENTURY

A RURAL PRESPECTIVE

RC 017278

NRSSC, March 8, 1989
Terry A. Feick
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LITERACY - THE CHALLENGE OF THE TWENTY FIRST CENTURY: A RURAL COMMUNITY ADOPTS A LITERATURE BASED LANGUAGE ARTS PROGRAM

This session demonstrates a language arts program that effectively teaches children, grades K-12 in both regular and special education classes to think, read, write, speak and listen. The program evolved in the Washington Court House, Ohio City Schools over a five year period culminating in the adoption of a literature based language arts program. During this time teachers in all areas were becoming increasingly aware that although traditional methods of reading instruction taught many children to read, few children read for pleasure. Remedial reading programs met the immediate needs of large numbers of children but without long term results. Special education classrooms frequently addressed the special needs of handicapped children with variations of the same old skill and drill approach. Administrators struggled with a disproportionate number of retentions and requests for retentions.

Children from rural backgrounds such as Washington C. H., who bring to school a rich culture centered personal knowledge, struggle with the often unfamiliar language and the settings in many of the basal reader selections.

The search began for a more effective approach to enrich the education of children who not only <u>can</u> read but <u>do</u> read. Literature became our central focus. The outcome of this approach produces students who are able to <u>apply</u> the knowledge they gain in the 1990's to life long learning in the 21st century.

Our district began the promotion of this philosophy by administrative awareness and encouragement of innovative instructional practices,

on-going inservice and encouraging the sharing of ideas and teaching techniques. Board of education support is evidenced by partial payment to teachers for graduate work and financial support for conference attendance. Key educators opened their classrooms to interested colleagues. Professional libraries were provided with periodicals and reprints from current trends and research.

Literature is the central focus of the reading program while the basal is utilized primarily for skill development. Written language involves both reading and writing. The courses of study in both Reading, English, and Written Composition reflect the holistic approach. (See Appendix)

Literature, language experience, recreational reading, communications and skill development are the components of the reading course of study, while composition is the primary thrust for written language. Usage skills are addressed in both oral and written language across the curriculum in every classroom.

Reading, writing, speaking, listening, and thinking are interwoven. To isolate these into bits and parts of information refutes what we know concerning how children learn from whole to parts and back to whole. School language requirements often are different from the language of the home or community and often confuse and frustrate children.

The rich knowledge and experience that a rural child brings to the classroom is rarely reflected in basal stories.

We begin with books! Teachers and students read aloud in kindergarten and first grade six to eight times per day. This practice of reading aloud to students follows a continuum K-12.

Nursery rhymes, poems, rhythms and songs are written on large charts

and the familiar patterns are rehearsed. Rehearsed is defined as students following the familiar words. We interact with the print in our environment--with the signs and messages that are important to daily functioning. Daily journals are kept in all grades using experiences, feelings, ideas, and stories that are important and personal. Beginning stories and beginning journals are often picture representations and scribble writing. Soon random letters and numbers fade and appropriate consonents appear as the child's sound system matures. Children learn to read in stages similar to the way they learn to speak. They develop the strategies for spelling under these same non-threatening conditions. Inventive spelling is encouraged. Patterns of correct spelling will improve with language experiences, not through memorization for a test on Friday.

The springboard for personal sentences may include making a craft, a cooking exercise, a field trip to the corner market, a pet visiting the classroom, a film, a shared book, or school assembly. These experiences are translated into written form which can be dictated and viewed, cut apart and analyzed. The mugs - mechanics, usage, grammar, and spelling are modeled. Teachable moments occur when a child experiences a need for a specific form. Correct usage grows through awareness and practice of patterns seen and heard in the literature in which the children are immersed. Skills become internalized.

Rehearsal reading - a term for the practice of reading done by a child when he tells his version of a familiar book. This leads to word recognition as the child brings meaning to the printed word. Books may be read and reread until the language forms of literature are ingrained and show up in written and spoken language. Shared sustained reading or quiet

reading for recreation is a required part of our daily routine. Basal reading is used as needed for skill development. Reading involves READING. A student must be given many opportunities to read for pleasure and information, in order to master the reading process.

These practices continue and are enhanced as the students complete the K-12 continuum. Teachers read aloud daily. Written composition begins to grow in length and substance. Editing skills are developed by conferencing with teachers and peers. This technique helps a student target specific difficulties that arise. As the student needs a skill it is addressed and instructed. As the young author becomes more skilled, voice and expanded vocabulary develop.

High school teachers are reporting positive outcomes of this approach. Improvement in student writing skills is evidenced at that level. Teachers report students reading more for recreation with increased comprehension. Middle school language arts teachers use multiple copies of paperback novels with their students, selections reflect a thematic approach. A high school history teacher uses historical novels of the era being studied. This helps students relate to the social environment of the period.

Reading becomes life's conscious search for meaning.

During the presentation an administrator will explain the philosophy and mechanics of the program and the population which provided impetus. Aspects of curriculum design, state standards, competency based education requirements and financial implications will be addressed. He will discuss the process of changing a school system's directions.

The administration is aware that not all teachers are ready for dramatic change of instructional methods. A key to success is an

encouraging, supportive administration. Teachers respond positively when they receive respect for their professional knowledge and personal creativity. They no longer feel governed and regulated by the pages of a basal teacher's manual. Team teaching and collegial sharing must be encouraged.

This team approach to mastery of the language arts through a holistic curriculum enables our students to meet the challenges of life in the 21st century.

WASHINGTON COURT HOUSE CITY SCHOOL SYSTEM

The heritage that is the Washington C.H. City Schools began as a "subscription" school three years after the village of Washington Court House was laid out. It was in 1813 that Samuel Loofborrow coverted half of his double log cabin at the corner of Paint and Hinde Streets into a classroom supported by the parents of his pupils. The high school received its charter in 1875 and graduated its first class on June 13, 1876.

The oldest of the system's present eight buildings is Cherry Hill, built in 1910. The newest building, the high school, opened for classes in 1969. The long history of the school system has given it a solid foundation in a tradition of excellence. Over a century ago the course of study for the first classes included Latin, Greek, French, Logic, Mental and Moral Philosophy, and Trigonometry.

The philosophy of the Board of Education reflects a continued commitment to excellence, curriculum and instruction are the foremost concerns of the district. This concern is evidenced by over 75 years of membership in the North Central Accrediting Association. Graduation requires 18 units of credit, including four years of English. The district's eligibility policy for participation in extra-curricular activities is one of the most stringent in the nation. A complete program of vocational education is offered through our participation in the Great Oaks Joint Vocational School District.

The school district owns nine major educational facilities: Education Service Center, Washington Hish School, Washington Middle School, Eastside Elementary, Belle Aire Elementary, Rose Avenue Elementary, Cherry Hill Elementary, Fayette Progressive School, and the Gardner Park Sports Complex. An ambitious program of renovation and preservation has been undertaken in recent years. These projects included new roofs, replacement energy-efficient windows, and many interior improvements.

The Board of Education has maintained a continously strong fiscal position. Since the construction of the new high school facility in the mid-1960's, several operating levies have been passed by a good margin. The outstanding debt of the district is rapidly decreasing and will be gone by the end of the decade. A competitive salary schedule, considerably above the state minimums, has been maintained.

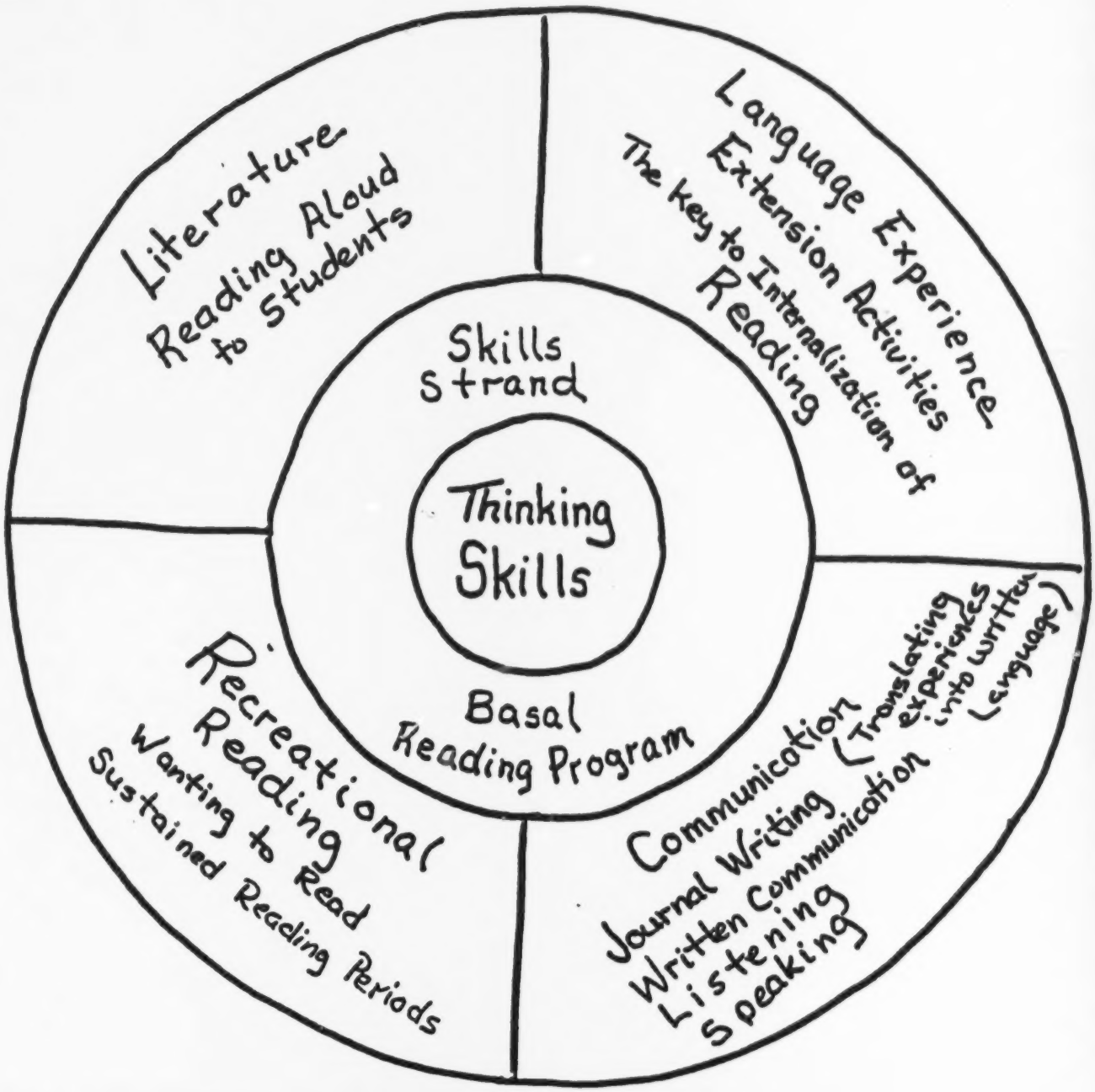
The district sponsors many special programs including: a program of gifted education, a community education program, a branch of Southern State Community College, staff development programs, and fifteen units of special education classrooms.

Competency based and outcome based curriculum programs are being developed and implemented from kindergarten through twelfth grade. The course of study for the district is reviewed on a five-year cycle and new materials purchased accordingly.

The future holds great promise of continued recognition for the district as an educational leader in such areas as academic standards and requirements as well as innovative programs and ambitious research.

WASHINGTON COURT HOUSE CITY SCHOOLS

READING COMPONENTS



READING IS THE TOTAL PROCESS OF INTEGRATING SEVERAL CRITICAL COMPONENTS. IT IS THE SUM OF MANY PARTS. THE BASAL READING PROGRAM EMPHASIZES TEACHING THE SKILLS NECESSARY TO READ INDEPENDENTLY FOR MEANING. OTHER COMPONENTS ARE NECESSARY TO PREPARE STUDENTS TO WANT TO READ AND TO APPRECIATE MANY MEDIA.

COURSE OF STUDY

COMPETENCY PROGRAM

PROGRAM OBJECTIVE	SUBJECT OBJECTIVE	ASSESSMENT	INTERVENTION	PUPIL PERFORMANCE OBJECTIVE	DISTRICTWIDE TEST
LITERATURE: Students listen to, discuss, view, compare, or criticize selected readings and films.	K-5 Students hear selections (from approved list-see appendix) read aloud daily by an adult. 6-8 and 9-12 Students respond in a variety of ways to what has been read to them or what they have read from the approved list. (see appendix)	1. Observation 2. Test(s) 3. Homework 4. Oral report 5. Seatwork * Use one or more of the above assessment techniques	1. Re-teach 2. Time on task 3. Grouping 4. Modifying materials 5. Tutoring 6. Parental 7. Learning modalities 8. Intervention teaching strategies 9. Building Level Assistance Team 10. Computer aided instruction * Use one or more of the above intervention techniques	K-5 Given a list of selections which have been read to the students by adults, the students will choose a selection and respond to it by creating individual or group products, projects, or experiences. 6-8 and 9-12 Given a list of selections which the students have read, the students will choose a selection and respond to it by creating individual or group products, projects, or experiences.	

COURSE OF STUDY

COMPETENCY PROGRAM

PROGRAM OBJECTIVE	SUBJECT OBJECTIVE	ASSESSMENT	INTERVENTION	PUPIL PERFORMANCE OBJECTIVE	DISTRICTWIDE TEST
RECREATIONAL READING: Students read for pleasure and information.	K-8 Students engage in sustained reading activities during scheduled class time. 9-12 Students engage in sustained reading as regularly scheduled course activities.	1. Observation 2. Test(s) 3. Homework 4. Oral report 5. Seatwork * Use one or more of the above assessment techniques	1. Re-teach 2. Time on task 3. Grouping 4. Modifying materials 5. Tutoring 6. Parental 7. Learning modalities 8. Intervention teaching strategies 9. Building Level Assistance Team 10. Computer aided instruction * Use one or more of the above intervention techniques	K-12 Given an opportunity to engage in sustained reading the student will read for a prescribed time.	

COURSE OF STUDY

COMPETENCY PROGRAM

PROGRAM OBJECTIVE	SUBJECT OBJECTIVE	ASSESSMENT	INTERVENTION	PUPIL PERFORMANCE OBJECTIVE	DISTRICTWIDE TEST
COMMUNICATIONS: Students respond to experiences through reading, writing, speaking, and listening.	KDG Students will generate words or parts of words using the sound letter associations from the list. K-12 Students respond to written and oral language.	1. Observation 2. Test(s) 3. Homework 4. Oral report 5. Seatwork * Use one or more of the above assessment techniques	1. Re-teach 2. Time on task 3. Grouping 4. Modifying materials 5. Tutoring 6. Parental 7. Learning modalities 8. Intervention teaching strategies 9. Building Level Assistance Team 10. Computer aided instruction * Use one or more of the above intervention techniques	K-12 Given an opportunity to share experiences, students will respond through journal writing, drama, music, general discussions, small group discussions, essays, and/or art.	

COURSE OF STUDY

COMPETENCY PROGRAM

PROGRAM OBJECTIVE	SUBJECT OBJECTIVE	ASSESSMENT	INTERVENTION	PUPIL PERFORMANCE OBJECTIVE	DISTRICTWIDE TEST
LANGUAGE EXPERIENCE: Students participate in a variety of language activities.	Students organize, synthesize, and make sense of their own experiences through listening, speaking, reading, and writing.	1. Observation 2. Test(s) 3. Homework 4. Oral report 5. Seatwork * Use one or more of the above assessment techniques	1. Re-teach 2. Time on task 3. Grouping 4. Modifying materials 5. Tutoring 6. Parental 7. Learning modalities 8. Intervention teaching strategies 9. Building Level Assistance Team 10. Computer aided instruction * Use one or more of the above intervention techniques	K-12 Given a problem, topic, or content area, students will develop and/or demonstrate understanding and communicate it effectively.	

COURSE OF STUDY

COMPETENCY PROGRAM

PROGRAM OBJECTIVE	SUBJECT OBJECTIVE	ASSESSMENT	INTERVENTION	PUPIL PERFORMANCE OBJECTIVE	DISTRICTWIDE TEST
SKILL DEVELOPMENT: Students will develop effective skills and processes as readers, writers, speakers, and listeners.	K-12 Students demonstrate mastery of skills at each level of the skills strand as presented in the last section of this course of study.	1. Observation 2. Test(s) 3. Homework 4. Oral report 5. Seatwork * Use one or more of the above assessment techniques	1. Re-teach 2. Time on task 3. Grouping 4. Modifying materials 5. Tutoring 6. Parental 7. Learning modalities 8. Intervention teaching strategies 9. Building Level Assistance Team 10. Computer aided instruction * Use one or more of the above intervention techniques	SEE SKILLS STRAND:	

Teacher Date Lesson Plans

	Student Reading	Read Aloud	Journaling
	Student Outcome: Student will demonstrate an interest in selecting literature and will read independently for a prescribed time.	Student Outcome: Student will hear a selection read aloud daily by an adult.	Student Outcome: Student will respond through journal writing to written and oral language.
MONDAY	Procedure: Text/Materials: Evaluation:	Procedure: Text/Materials: Evaluation:	Procedure: Text/Materials: Evaluation:
TUESDAY	Procedure: Text/Materials: Evaluation:	Procedure: Text/Materials: Evaluation:	Procedure: Text/Materials: Evaluation:
WEDNESDAY	Procedure: Text/Materials: Evaluation:	Procedure: Text/Materials: Evaluation:	Procedure: Text/Materials: Evaluation:
THURSDAY	Procedure: Text/Materials Evaluation:	Procedure: Text/Materials: Evaluation:	Procedure: Text/Materials: Evaluation:
FRIDAY	Procedure: Text/Materials: Evaluation:	Procedure: Text/Materials: Evaluation:	Procedure: Text/Materials: Evaluation:

9:15 - 9:50 Integrated Language Arts

Student Outcome(SO):

___ Students respond to written and oral language through journal writing, drama, music, general discussions, small group discussions, essays, art, and/or projects.
___ Students organize, synthesize, and make sense of their own experiences through listening, speaking, reading, and writing.
___ Students will engage in the writing process using the designated steps; e.g. pre-writing, drafting, revising, editing, publication.
___ Students will communicate knowledge of designated topic/content:

Procedures(P):

Materials(M):

Evaluation(E):

___ Given an opportunity to share experiences, students will respond through journal writing, drama, music, general discussions, small group discussions, essays, art, and/or projects.
___ Given a problem, topic, or content area, students will develop and/or demonstrate understanding and communicate it effectively.
___ Given an opportunity students write a passage using the writing process which will be evaluated according to the Developmental List for Writing.

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A READING - WRITING CLASSROOM

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